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CANADIAN CAMPING

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AIMS AND OBJECTIVES IN DAY CAMPING

*by Gordon C. Hutchinson
Director of Recreation,
Township of North York*

Day Camping is now an important segment of the whole camping movement. The term Day Camping has been abused and misused so badly that the general public is totally confused on what is a Day Camp. It is, therefore, important for proper aims to be established, and minimum standards adhered to and proper programmes conducted. This is difficult to achieve but all possible steps must be taken by the O.C.A. and all other organizations involved and concerned with Day Camping as a programme, or with recreation in general . . . P.R.A.C., O.R.A., Y.M.C.A. — Secretarial Associations,

Boys' Clubs of Canada, Recreation Zones and Guilds, Church Organizations and all Social and Welfare Groups. Certainly voluntary adherence is also desirable. Let's call an ace an ace, a Day Camp a Day Camp and a Playground or Summer Fun Club just what it is — but not a Day Camp.

Lest I be misunderstood, let me assure anyone who may be concerned, that I am not suggesting a decrease in programme, or the elimination of valuable activities and services by the agencies, I am just pleading for proper and accurate identification by the correct name of the programme or service.

Athletic Fitness Camps are not Day Camps
Church Bible Schools are not Day Camps
Summer Fun Clubs are not Day Camps
Playgrounds are not Day Camps
Park Activities are not Day Camps
Building Centered Programmes with an occasional weiner roast or hike are not Day Camps

Day Camping can be a method or a programme to achieve the agency's objective. Parts of the programme can be geared, in a Day Camp, to help the organization in its job but everyone must adhere to a basic level of minimum standards.

Minimum Day Camp Standards

Minimum standards have been established by the Y.M.C.A. and the Social Planning Council. These are available in printed form. I do not wish to review these standards in any great detail. However, the aims of a day camp cannot be achieved without

1. Proper Sites and Facilities
2. Proper Administration

3. Adequate, Qualified and Trained Staff with a sound philosophy of Camping.
4. A well planned, rounded programme, to achieve, not only the superficial values of camping but also the deeper values and purposes.
5. Health and Safety standards should be of the highest possible quality to ensure that the Day Camp does not bring disrepute on itself and camping in general.

Philosophy of Day Camping

Philosophy means "the study and knowledge of the principles which cause or explain facts".

Why, then, do we run Day Camps?

1. Canadian Heritage — Indian Life, Pioneers — all part of our heritage.
2. Part of Canadian Outdoor living
3. Service to many children at low cost
4. Avoids homesickness which could destroy all camping values in a resident situation if the child were away from home for a long period.
5. Limitations of present environment in modern cities or suburban areas do not bring the child into intimate contact with nature. Like the whole camping movement — Day Camping, perhaps on a slightly

more limited basis, can accomplish almost the same thing.

6. Can develop closer family ties. Gives the child a new experience to share at home with his family.
7. To stimulate interest in camping and living in the out-of-doors. Day Camps are not a training ground or a preparation for resident camping. It is a valuable programme which has its own merits and can and should stand on its own two feet. Some children, who later go to a resident camp, may be better off than those who don't, but this is purely by coincidence and should not be by design.
8. To prepare a child for future life. Co-operative living, learning obedience, sharing and above all learning new skills to prepare him for the new era of leisure living. It is essential, in my opinion, that we broaden our horizons in Day Camping.
9. Development of social growth with friends, leaders, opposite sex and fellow campers.
10. Creation of self-discipline, self expression and creativity.
11. Of course, fun, new excitement, adventure, and will open a whole new world.
12. Learning of new skills for enjoyment, future use and health and safety.

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Aims of the Parents

These are probably extremely varied. It is to be hoped that the parents want their children to acquire all of the things previously stated. Let's not kid ourselves, many parents want baby-sitting—because they work, keep them safe, avoids possible trouble and worry. We have an education job to do with the parents.

Aims of the Counsellors

Some want experience for future lifelong vocations or professions. Social Workers, teachers, recreationists, physical education and so on.

Some want experience for better part-time jobs in future summers such as resident camps.

Some want something to do.

Some want money—their pay or wages.

Some want to serve, to share in helping a child become a better man or woman. They possess a most sincere, keen desire to be of service.

Aims of the Campers

- many have none—they are sent and don't really know why
- some know it's fun—want to come
- some enjoy learning new things and doing new things
- in all cases, it is the job of the camp in total to ensure that they find what they are after and much, much more.

Accomplishment of Aims Through Programme

- good setting—ideal facilities
- excellent, well-trained counsellors

—sufficient good equipment and supplies

—proper philosophy—attitude

—knowledge of the job and how it can be accomplished

There are far too many low grade Day Camp programmes. Mary Northway and Barry Lowes write, in their introduction to the "Camp Counsellor's Book", that information from Canadian Camps "should blow like a fresh, clear breeze from Canada to all places in the world, wherever organized camping exists". This is a sweet and generous simile. It is my opinion that many a fresh clear breeze which should be blowing from Canadian camps has become sadly polluted and is a dust-filled smog of half-hearted efforts and sheer indifference because we, as operators, administrators, and counsellors are doing only enough to get by on. We are in no way exploiting the potential of camp programmes and in many cases such is particularly true in Day Camping. We have become fat and lazy because our camps are full, not because of quality programming, but because of the quantity of potential campers wishing to attend. Minimum quality is a disgrace and it's time we took hold and applied ourselves to produce that which is best. More competition would be a superb antidote—or perhaps, a laxative.

Let's take a look at programme potentials in Day Camping and then share our successful experiences with each other.

page 60 please

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—These are but a few thoughts or ideas

Theme Camping—do we use it

- are all aspects of the camp tied into it?
- will it excite the children's imagination?
- do we let them share in the planning?

Nature in Camp—do we use it enough

- do we work at it—study it?
- are our staff trained to honestly make it real?
- do we have an aquarium, terrarium?
- do the children receive an education in it?

Campcraft—is it developed to be of value?

- do we restrict it so much because of health and safety that it becomes a bore?
- do the children really learn campcraft within their capabilities— or—do we throw so much at them that nothing means anything?
- do we excite them with the potential of the fun of truly living in the out-of-doors?

Singing—do they honestly sing— or shout?

- can harmony be developed— solos, duets, etc.?
- good songs or junk

Talents—do we search for camp talent

- develop it?
- encourage others to develop their talent?

Bus Trips

- are these part of the camp—or just tolerated to get to and from Camp?
- are manners learned and good behaviour expected?
- are they treated as part of the adventure of camp?

—what responsibilities do we assign to the counsellors?

—do they ride the buses—or travel by car?

Canadian Heritage

- is this deliberately taught to develop pride and a vital appreciation of our country's history?
- do we create pride in our forefathers?
- is the whole aspect of outdoor living meaningful?
- when we use Indian names—do we capitalize on the history and habits of Indians as part of learning?

Special Programme Stimulation

- most cannot use large bodies of water for rowing, sailing or canoeing—but do we bring in a boat—old or new, for dry land teaching
- do we leave adequate time for the child to use his or her own imagination? Do we supply some special, inexpensive equipment to accomplish this free time use?
- farm wagon, buggy, old car or truck—properly stripped for safety, but painted and decorated.
- do we allow, encourage children to build imaginary submarine, airplane, rocket, train, space capsule, fire engine and then to play in them?
- do we use the natural attributes of an old tree cut down and left for climbing?
- do we have a tree house?
- have you developed a climbing pole for a lookout or outpost, or crow's nest in pirate days?
- do the children use a fort which they have built?
- are hills or high areas used for outposts?

- are there secluded hideaways to stimulate their imagination?
- many, many more similar ideas will make camping exciting and different and stimulate creativity?

Cook-Outs

- frequently one of the most pathetic day camp efforts
- why use hotdogs, hamburgers, bar-b-cues, canned beans and spaghetti and canned stew?
- these they can do at home! !
- make a one pot meal—use the ingredients—group action
- aluminum foil cooking—hot rock cooking
- reflector fire—baking in a reflector oven
- tin can ovens—new recipes

It is impossible to review in any detail total programme concepts. I am simply trying to impress on you that

the greatest need in Day Camping—in the entire camping movement today, is a thorough and exhaustive review of the aims of camping. All of these aims from every point of view should then be put into proper perspective. When this has been accomplished, it is then imperative that every conceivable method in accomplishing these aims must be incorporated into the programme.

Obviously those of us involved cannot expect this utopian approach to happen overnight. We should not wait until official action has been taken by a Provincial or National Body. We must revitalize our thinking and our entire approach on our own. We must start immediately—for this summer and for future summers to make Day Camping achieve its greatest potential.

✓

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HÉBERTISME

by Claude Cousineau,
Department of Recreology,
University of Ottawa.

Three summers ago, my wife and I decided to take part of our vacations to visit a few of the most renowned "piste d'hébertisme" operating in the French speaking camps of Quebec. Having both worked at camp Trois-Saumons, where it seems to have originated as a camp activity, we became quite intrigued with its popularity. Many camp directors would consider it the main activity after the waterfront programme. Not being as yet introduced in American camps and Canadian camps outside of Quebec, it is therefore *à propos* that a few paragraphs on this subject should be written.

The Man Behind It

George Hébert (from which "hebertisme" derives) was born in Paris, in 1875. He served as an officer in the French Navy between 1895-1903. His greatest concern was with the physical conditioning of his sailors. He was considered a fine acrobat at the time and he even performed for the Monlier Circus. His travelling across the world took him to the most remote areas of Europe, Asia, Africa and America, which permitted him to make serious observations of the natural movements of the natives.

He later became responsible for the physical training of the French Navy.

In the year 1913, he gave a demonstration of his method at the French Physical Education Congress. His ability in this field led him to teach in a physical education training institution. These were the years in Europe for the war of methods in Physical Education: students in the History of this subject would recall Amoros, Jahn, "L'Ecole de Joinville", the Swedish method, Ling's gymnastics, the Demeny approach, etc.

Hébert was opposed to analytical exercises and controlled movements which he considered were artificial and purposeless. It seemed irrational to build gymnasia and apparatus when nature offered so many excuses for physical movements.

In fact, Hébert was greatly influenced by the philosophy of Jean-Jacques Rousseau, who as we know, advocated "l'éducation dans la nature". Hébert's view on education was a "return to nature" approach with emphasis on development of moral values and virile character. His method of training was qualified as "natural": the exercises had to be *functional, useful, global*, and the stage had to be in the "open air". Everything was based on the fundamental movements of man: walking, running, "quadrupedy", crawling, climbing, jumping, balancing, throwing, lift-

ing and carrying. Swimming and self-defense were also considered but did not receive as much attention. Therefore, every obstacle, whether natural or man made with indigenous material, became the essence of Hébertisme. Professor LeBoulch describes Hébert's method as "the result of a free adaptation by trials and errors, in front of a problematical locomotor situation". He gives the example of a child learning his first steps who eventually progresses to the very precise movements of a ballet dancer. It is the acquisition of body autonomy.

The Man Who Imported It

Credit must go to Father Raoul Cloutier and Georges Gauvreau. Both were officers in the Canadian Army and fought in World War II. Being stationed in France, they became familiar and very enthusiastic about Physical Education as it was applied in France. They focused their attention mostly on Hébert's method. Even after the war, Gauvreau remained in France to study deeper "la méthode naturelle d'Hébert".

Some 21 years ago, Captain Cloutier and Gauvreau founded Camp-Ecole Trois-Saumons, which is located 70 miles east of Quebec City. One of the first activities to be implemented was hébertisme. To our knowledge it was the first "piste d'hébertisme" to be introduced in America.

Today, over fifty such set-ups are founded across the province. They are located mostly in camps but it is interesting to note that a few schools and playgrounds, which happened to have either a ravine or bushed area near by, have developed some also.

The Site

The site should be close to the core of the camp, easily accessible to the camper, and yet secluded enough to create the atmosphere conducive to

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An uneven terrain of two to three acres surrounding a 10,000 square foot plateau is ideal. Factors of drainage and irrigation must be considered. A full grown hardwood forest area is preferable as the trees can be used to fix the apparatus. The trees also provide shade and prevent erosion. This type of forest is not as infested with insects as some coniferous areas might be. It is a wise practice to use a master plan, and develop it on a long-term basis. Every decade some camps remove all the equipment to another site, in order to allow the area to be rejuvenated by Mother Nature. Conservation practices are applied as the campers and staff project to install a two-foot high guy wire between that yellow birch and this striped maple. They will make sure that enough rubber tires are used to protect the bark of the tree. The nails are substituted with strong lashing.

Most sites are laid out in a manner such that all activities can be easily supervised from a single vantage point. It is common to see a central plateau for the teaching and practicing of balancing, throwing, climbing, jumping, etc. This plateau is surrounded by an obstacle course which is utilized mostly by the older campers. Some camps are fortunate enough to have their site adjacent to a body of water. This allows apparatus such as a swinging rope or a one-beam-bridge to be suspended above the water. Greater thrills and challenges are then offered to the campers.

The Apparatus

Apparatus is constructed mostly with the materials found in the immediate environment. They should be graded for several degrees of difficulty; for example, the climbing wall should allow a camper to go over it at three different heights. The different apparatus or

stations are identified with numbers in order to be used in a circuit. The alternating of strenuous and less vigorous exercise must be observed in the planning of a circuit. The combination and connection of one apparatus to another to make the circuit also more interesting.

Below are some of the most common apparatus. They are grouped according to the type of movement they initiate.

Balancing:

- low guy wire
- split-level log balance beam,
- zig-zag balance beam,
- inclined balance beam
- stepping-stone course constructed with four inch wooden pegs.
- log rolling on the ground
- barrel rolling
- stilts
- bongo board

Jumping:

- wooden box for vaulting
- hurdles
- graded platforms for deep jumping
- high jumps over obstacles
- broad jumps over a stream or ditch
- board jumps using a pole
- jumping off a swinging rope

Climbing:

- tree with and without branches
- chinning pole
- climbing wall
- climbing fence
- rope in vertical, inclined and horizontal positions
- suspended rope ladder
- peg ladder up post
- large rock
- ship net, vertical or horizontal

Suspension work:

- interchangeable peg board with feet off the ground
- horizontal rope, ladder, beam
- swinging rope

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Crawling:

- under low horizontal beams
- tunnels: large, small, zig-zag, uphill, etc.

Lifting, carrying, throwing:

- short and long logs of various sizes and weight
- used with the balancing, crawling, jumping, and climbing apparatus

Quadrupedy:—tunnel (on "all fours")

- beam
- inverted hanging from ropes, beams

Running:

- checker board
- dodging obstacles (slalom course)
- up hill, down hill, slanted hill,
- with a load
- on a low beam, balance run
- labyrinth

Others:

- tree house
- the teleferic, or chair-lift

The Cost

Once a suitable site is selected, the cost of development is relatively low. Little clearing might be necessary. The construction of apparatus is made on the spot with as much natural material as possible. New additions to the "piste" are made every year by the campers with the help of their staff as group projects. This also minimizes the cost.

The main purchase will be ropes and planks of different sizes and length. For a few hundred dollars and a lot of imagination a "piste d'Hébertisme" can easily be mounted.

Safety

As in any other camp activity, some rules have to be created, for example: "out of bounds after sundown", "only one at the time on the rope bridge", "cannot use the swinging rope unless there is a counsellor present". Certain

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camps even lock some of their apparatus such as the telepheric.

The constant checking of the equipment by the instructor in charge is of course, a Must. The camp maintenance man should be involved in the construction and the upkeep of the site. Some shock absorbent material should be used under certain apparatus; sawdust has been found very satisfactory and economical. One must remember that wooded apparatus is slippery when wet.

Having a progression system and an award system serves a twofold purpose. It is a motivational factor as well as a safety precaution. For example the "shaky house" is reserved only to those having passed their senior in hébertisme.

After talking to several camp directors about the safety aspect of having campers playing about ten to fifteen feet above the ground, one camp direc-

tor summed it up by saying that there are more accidents in front of the dining hall than on the hébertisme site. Most of the accidents have been noticed to occur during the first day of camp, parents day, and very often at the end of a regular camp day.

The Programme

It is not recommended to have the programme compulsory for the campers. The suggested democratic approach on the part of the counsellors should influence all the campers such that they receive a minimum exposure to the activity. Instruction should take place in cabin groups, or with the camper's peers for a period not exceeding one hour a day. A good instructional group consists of about (15) fifteen campers. They can either play on one or more apparatus separately or on all apparatus through a circuit. The imaginative leader can invent an unlimited number

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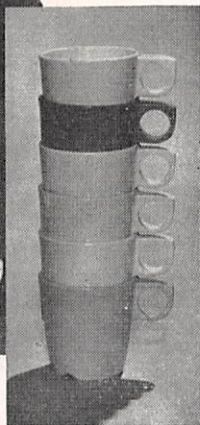
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Live Dangerously!

But Calculate the Risk

by C. R. Blackstock,
Director, Camp Mazinaw

There is a lot of sense to living dangerously—consciously living that way. On the other hand, to live that way in ignorance is either senseless or stupid. Living dangerously gets you up off your seat, “on your toes”, alert and in a state of readiness.

If you are reasonably knowledgeable and skilled in an activity, you can approach it knowing the hazards involved, able to calculate the risks and judge the extent to which your abilities match the situation. Risk is a part of every exploration of the unknown; is associated with every discovery that rolls back the fearful blanket of ignorance; and it is the sauce that adds the savour to the adventure. Events are dull affairs without a touch of danger; lack appeal if challenge is absent; and do not motivate to action if risk is removed. We rise to action when confronted by the challenge to do the difficult, to attempt the impossible. Jay B. Nash said we needed to adrenalize to overcome the lethargy induced by the “safe” situation or environment. Adrenalin in the bloodstream not only heightens our awareness of the danger but increases our power to respond to it.

STRETCHING THE ABILITY

The dare accepted will stretch the ability of the doer. Every game, from tag to cricket, carries an element of risk—win or lose, the essence of games. With risky situations all the time.

Children, and adults, should be faced through them they learn how to behave under stress and also how others behave under the same circumstances.

The Camp environment provides the situations and activities in which the element of risk can be measured out to suit age capacities, ability levels and past experience. Campers are hungry to learn. They want to add to their knowledge and abilities. They search out the new and untried. The measured risks associated in all this provide the real stimuli to growth and development.

General prohibitions and inhibitions, such as don't and preventative rules for safety alone, dampen or slow learning and the fun or joy which may derive from the activity. This is not to say there should be no rules or regulations. There should be, but they should relate specifically to the situation or the activity. They should be designed to draw the attention of the individual to the risks involved. Then the staff direct and counsel the campers in the activity, gauging the degrees of risk continuously. They will on occasion say “stop” to prevent hurt, injury or fatigue.

Camping has always been attractive because even in anticipation, the risks, the dangers, have been recognized. People go into the bush, along the waterways, up the mountains, knowing at least some of the dangers that may

page 78 please

LOOK BACK To Look Forward

It would surprise our readers to know how often we are asked for articles on topics which have appeared in this magazine within the short span of two years. How often do YOU re-read your back issues? Do you make use of the articles our camp experts have written for the benefit of camp directors new or experienced, for senior staff, counsellors and counsellors-in-training? Have you re-turned the pages for the exact information you were seeking? You are quite likely to find just the hint you need for that improvement or addition to camp.

Read Insurance Coverage (Fall, 1968), one of the most complete articles we have had on the topic. You will then know what you should have to be completely covered for all eventualities, and how woefully under-insured you could be.

In this season of interviews, Dr. Peter Moon's reprinted talk from last year's O.C.A. Conference contains all those valuable techniques which ensure the success of an interview, and help one to decide the perennial question: To Hire Or Not To Hire. (See two issues: Spring, 1968, and Summer, 1968).

Two reassuring reports dealing with this generation's campers appear in Winter, 1967-68, and Spring, 1968), to prove that the Gap between staff and campers need not expand or even exist when mature leadership and co-operation on both sides come into play.

This only skims the surface. Go back through the years. Look to the 1960's for Ted Yard's series of WhoDuzIt articles... some of the best suggestions on Camp Directing, Management and
page 78 please

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PROGRAM ACTIVITIES FOR CAMPS

By H. Jean Berger

This book, the second revised edition, provides program direction for those who believe that the camp experience should be educational and meaningful. Emphasis is placed upon the camper, and those programs which best contribute to his development. Included are activity areas, leadership techniques, and group work skills — a valuable resource for all camp personnel.

1969; 7½ x 10", viii, 179 pages;
paper bound; illustrated; \$4.85

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PUBLIC RELATIONS

*by John Latimer,
Director, Kilcoo Camp*

This 'Business' of Camping becomes more confusing and involved each year. Not only do we have to contend with finding the right cooks, training mature staff, setting up a safe waterfront, and planning new and exciting programmes, but now we have become involved in Federal Pension Plans, Vacation Pay accounts, Insurance, Unemployment Insurance, pumps, and chlorinating systems, and Public Relations ... and if we haven't concerned ourselves with the various aspects of P.R. before this, then somewhere along the line we are missing the boat. Webster's definition paraphrased as it would apply to Camp, reads, - - - "The activities of a Camp in building and maintaining sound and productive relations with the Public at Large, so as to adapt itself to its environment and interpret itself to society."

Telling the World

Everything that the Directors, the Staff Members and Campers do, in and out of Camp (especially out) reflects the type of Camp which we operate. All of these actions clearly display to the tourist, the storekeepers, hotel owners, cottagers and parents, the ideals we are trying to establish in our own

In Pre-Camp (and throughout the

summer), stress should be placed on the role of the staff member and the camper when he is outside of Camp, and when he represents the Camp. Points for consideration at such a session(s) might include:

Awareness of the fact that coming from a "good home" does not necessarily imply perfection in manners, for when any group of peers get together they tend to forget their obligations and manners (and it often takes a strong, courageous leader to bring the "group" back on to the straight and narrow). A large group of teenagers standing on a corner and unintentionally blocking pedestrian traffic (a frightening sight to a weaker individual), strikes a sour note.

Excessive noise in a restaurant, theatre, dance hall, bar, or public vehicle gives the Camp a bad name, and the staff should be made aware of their responsibility in this area.

Counsellors must constantly caution their campers to show consideration and good maners on canoe trips, hikes or other occasions when in neighbouring villages. Crude songs and remarks echoing across a lake from a campfire or canoes will not endear the

Camp to the cottagers sitting on their front patios. Counsellors must see that their campers do not steal, swear or become rude while passing through a town. Campers should be taught to put themselves out and show extreme courtesy while on such trips (even if they are afraid to appear "square" in front of their cabin mates). Remarks about the appearance of a certain individual or the shape and condition of a certain cottage should be avoided. Counsellors should always ask for permission to cross through or camp on private property.

Counsellors should see that all campsites are perfectly clean and tidy when the group leaves (no matter how filthy the condition on their arrival). Counsellors on time-off must use courtesy and common sense when hitch-hiking (how wonderful for the Camp when a single hitchhiker, wearing a Camp crest on his jacket, is offered a ride—and six of his associates jump from the woods and climb into the car!!!). Counsellors should be asked to appear in public looking as neat and tidy as possible. (A slovenly, dirty appearance indicates a slovenly, dirty Camp).

Before going into other Camps, staff members should have the courtesy to either request a visit beforehand, or at least enquire at the main office as to whether or not a visit (either to see the Camp or meet a friend) is possible at that time. Above all when Campers and staff are in another Camp, there should never be a word of criticism or derision, about that Camp.

In Camp

Public relations is also important. Someone in the office should know where each Camper is . . . or at least know how to find out where each Camper is. (How discouraging to a parent to suddenly arrive and feel that his daughter can't be found!!)

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Campers and staff should be advised at the beginning of Camp that they are HOSTS . . . and when a stranger enters the Camp, he should be greeted by the first person who happens to "pass by". Directions and assistance can then be given. Campers (AND STAFF) should be taught the art of shaking hands, meeting strangers, introductions, "small talk". Parents and visitors will soon happily realize that the youngsters in such a Camp are in a well-organized, friendly situation. (What better image!).

In the community, the Camp should endeavour to participate in local celebrations, fund raising projects etc. (An "Open House" for all the cottagers might help them more fully appreciate some of the 'kooky' things you do in Camp. We are telling the world of the organization we operate and direct. Camp and the surrounding area). Where financially practical, Directors should buy as much as possible from their local outlets. (When a motor breaks down, the local repairman will be more likely to assist you as quickly as possible, if he were the one from whom you made your purchase). The Director should also endeavour to meet as many of the local officials as possible . . . the Reeve, the Fire Chief, Newspaper Editor, Doctor, Health Department Officials, hotel keeper, Lands and Forest representatives. Perhaps consideration might be given to the local Red Cross officials in inviting them to hold their final swimming tests at your Camp.

Pennants, crests, jackets, shirts, canoes, trucks . . . all of these items, when worn or used by our campers or staff tell the world where they are from. Therefore, as Directors we must make every camper and staff member aware of his obligation, duty and responsibility in the proper and wise use of them.

Mature, sensible discussion in pre-camp, and throughout the summer will achieve a great deal . . . and through understanding of this situation everyone will be much more anxious to assist and be of help.

The process of Public Relations is constant—and continuing, and we must always be conscious of the fact that we as Directors, must initiate and sustain the programme.

Reflecting the Image

Once again, let me stress the fact that everything we . . . any staff and campers . . . do, and say, reflects the image which our Camp has in the community. Every action and reaction tells the public what kind of Camp we operate, and the ideals by which we organize our Camp.

As Camp Directors, we also have a role in assuring the public that the youth of today are, after all, a fine group of young men and women. A Camp leader, and a camper, are the prime examples of the types who will be leading our Country.

Surely we are all convinced of our purpose in raising a nation of mature, responsible, unselfish leaders and workers. Surely we are convinced that Camp is an ideal training ground. There are some sceptics, there are some newspaper editors, there are some church leaders who tell us in panic that our Nation is regressing. Most of us, although realistic to the many problems which do exist, know that we have a role to play, and that the tools are now in our hands. Through Public Relations and staff and camper training, we are moulding these young people into responsible, proud citizens.

—●

KITCHEN ORGANIZATION -

- Personnel Management

*by Ruth Carruthers,
Director of Food Services,
Family Services Association*

An important element in the quality of the food served in a camp dining room is the calibre and industry of the kitchen staff. Authorities agree that personnel is 70% of a kitchen manager's responsibility.

When we begin to plan for a food service, we must decide how many we need to man a kitchen and dining room. An article from Cornell University Food Administration Department suggests, as a guide, the following:

"The number of kitchen workers you will need depends upon the number of people you serve, the type of menu you prepare and the amount of your labour saving equipment. In addition to the dietitian and cook, you will probably need two helpers and a handy man to prepare simple meals for 100 campers. If the campers or counsellors wait on table and do their own dishes by hand, you will need a dining room supervisor to see that the food is well served and the dishes properly washed. A full time dishwasher will be necessary if the campers do not wash their own dishes."

I recognize that there are many factors in each camp which might affect a Director's decision.

The most important person in a kitchen may be a good cook, but before he or she is hired, it is wise to appoint a kitchen manager. This kitchen manager, if qualified, should be given the authority and responsibility to hire staff. He or she should plan menus and do the ordering. If it is expedient to hire a Home Economics student as food supervisor for the camp period, the owner of the camp or a senior person on the camp permanent staff, should be given the aforementioned tasks. May I stress here the necessity of giving a staff member the authority commensurate with the responsibility given her, no matter what position she fills.

When it has been decided what their jobs will be, job descriptions should be drawn up clearly outlining the duties and approximate hours and time off. These job descriptions are useful in employment interviews and are a guide to a staff member on the job. In the interview, when engaging staff, be sure to point out what deductions will be made from their cheque, what the side benefits are and any taxable benefits such as board and room.

Our short season inevitably causes some change of staff each year so "on the job" training is necessary. The kitchen manager and not last year's staff should be responsible for this training. It is wise to have staff report for duty a day or two before campers arrive so that they may become familiar with their surroundings, learn what their jobs are and do any necessary preliminary preparation.

When camp does come in, the kitchen manager should prepare a daily work sheet for the cook and let her delegate jobs to the rest of the kitchen staff. This plan should be given to the cook early in the day preceding the one on which it is to be carried out. At the same time, the recipes for the day, with the necessary adjustments for numbers, should be given to her. Insist on the recipes being followed explicitly so that you may have a standard product.

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Sermons

Under The Sun

In most camps, part of the day is set aside for meditation, for Morning Watch, Flag Raising or Taps, and it is not always easy to find appropriate readings, quotations or poetry. An Irish Blessing carries with it a true blessing and warmth of feeling seldom found or heard. The Centennial Hymn by our own Mary S. Edgar is one that should be in the hands of every staff member and camper for reference and general use. Other suggested inspirational readings will be included in the Summer Issue.

AN IRISH BLESSING

from the Gaelic

May the blessing of LIGHT be on you,
Light without, and light within.
May the blessed sunlight shine on you
And warm your heart, till it glows like
a great peat fire
So that the stranger may come and
warm himself at it—and also a friend
May the light shine out of the two
eyes of you like candles
Set in the windows of a house,
Bidding the wanderer to come in out
of the storm.
And may the blessing of the RAIN be
on you—the soft sweet rain.
May it fall upon your spirit so that all
the flowers may spring up and shed
their sweetness on the air;
And may the blessing of the great
RAINS be on you:
May they beat upon your spirit and
wash it fair and clean,
And leave a shining pool where the
blue of heaven shines reflected in
it—and sometimes a star.
And may the blessings of the EARTH
be upon you—the great round earth;
May you ever have a kindly greeting
for those who pass as you are going
along its roads.

May the earth be soft under you when
you lie upon it, tired, at the end of
the day.

And may it rest easy over you when at
last you lie down under it;

May it rest so lightly over you that
your soul may be quickly through it
And up and off on its way to God.
So might it be.

THIS FAIR LAND, OUR CANADA A Centennial Hymn

By: D. W. Dearle (Anglican Hymn Book)

Tune: Saints' Days and Other Holy Days
O God of all the many lands
We lift our hearts to Thee,
For this fair land, our Canada,
A country wide and free;
For mountain heights and northern
lights,
For prairie, lake and sea,
For lavishness in all the gifts
Which find their source in Thee.
We thank Thee for the sacrifice
Of daring men of old,
For faith to cross uncharted seas
For dreams which make men bold;
For valiant souls and pioneers,
For all who served their age
And left for us who follow on
A sacred heritage.
We thank Thee that from many a land
With varied gifts they came
To pledge their love and loyalty
Where scarlet maples flame.
May Justice here belong to all,
And may our nation play
Her rightful role in ushering in
And seek her highest good,
The Peace for which we pray.
Shaping a noble destiny
Of truest brotherhood.
May this fair land, our Canada
Thine own Dominion be;
Thy people bless abundantly
From seas to Arctic sea.

—Mary S. Edgar.

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from page 73

Resident camps must concern themselves with good accommodation for kitchen staff and some provision for activities in their time off.

I cannot stress too much the importance of a good attitude to kitchen staff. Praise work well done and if it is necessary to correct mistakes do it privately and all at one time, thus avoiding continual nagging. Be ready to listen to kitchen staff's problems. If we heed these suggestions, from only a selfish viewpoint, we will find that it will pay good dividends.

We must also consider what the staff owes the employer. I feel that the employer has a right to expect the staff to:

- (1) Present a certificate of good health.
- (2) Always be on time.
- (3) Present a clean neat appearance.
- (4) Do their job to the best of their ability.
- (5) To be "civilly cheerful" and show a willingness to co-operate with their fellow workers.
- (6) Conform with certain necessary rules and regulations of camp.

As Camp Directors and leaders, we are responsible for good leadership. A good quotation I read recently is "A successful executive must be able to lead rather than drive and to influence his subordinates by means other than force." May we all strive to live up to this ideal.

An excellent reference text is "Food Service in Institutions" by West and Wood.

V



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The programme includes lectures, seminars and films on the principles of teaching canoeing, administration of camp canoeing programme, safety, cultural and historical aspects of Canadian canoes. Practical classes are focussed on strokes analysis, canoe tripping skills, water safety, and manoeuvres in rapids.

The cost is \$75.00 and application forms and further information can be obtained by writing to the

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from page 69

Maintenance with systematized listings of hints and directions. Other writers deal with Leadership, Building, Safety, Waterfront, Programme, Health . . . and more. Make use of your Canadian Camping Magazines. They are prepared for YOU. Capitalize on the experiences of Those In The Know who have taken time and thought to make their knowledge available to others.

from page 68

have to be met. For the daring, this is delicious. They can hardly wait. For the fearful, the organized camp experience provides the assurance needed by the camper to encourage a try.

All education is safety education. Why? Because it rolls back the pressing edge of ignorance. Camping provides a situation wherein the dangers, the risks, the threats to the individual can be recognized and made known. Once discerned and learned, appropriate action can be taken to offset the hazards. The individual is freed from binding fears that stop adventure and self-discovery and the joy of living.

"May God have mercy on my soul
For all the things I have not done
Oh! unattempted loveliness
Oh! crown of glory never won."

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LET'S READ

Cookery For Kids, Kamps 'n' Kicks

by Helen E. Stewart

Casserole dishes, "that third meal", snacks, dinners, desserts, all of this and outdoor cookery favourites too, will keep family and campers well-fed and happy, whether it's a Cook-out or Cook-in. In addition, a two-week menu on the last two pages completes one of the most interesting cookbooks, and one of the very few designed for camp shelves. Recipes have been submitted to Miss Stewart by experienced cooks, by friends and camp directors who have used them and who know they are enjoyed by children and adults alike. While quantities are given for six to eight servings, it is a simple matter to multiply the amounts to serve twelve, fifty, a hundred or more. To spark up your camp menus easily during this coming season, order your copy of *Cookery for Kids, Camp 'n' Kicks*, from Alvie Publications, Etobicoke, Ont. \$3.50, plus 25c for mailing charges.

Lifeguard Training, Principles and Administration (revised edition), by Council for National Co-operation in Aquatics (U.S.A.).

This revised version (1968) of the book originally published in 1964 includes additional material on first aid, patrol organization, recovery of submerged subjects and legal implications for both the facility operator and the guard. The information on effective guarding and operation should prove useful to those starting a new camp. Much of the content is designed for safeguarding the general public, and would therefore not be necessarily applicable in camps. This text may be useful as a reference for waterfront directors who must conduct pre-camp training for staff, insuring that they

perform their waterfront guarding duties effectively, and are capable of dealing with emergencies should these arise. G. R. Welch & Company, Ltd., Toronto 18. \$9.75.

Nova Scotia News Packet

The N.S. Camping Association is running a Counsellor Training Course, for which some twenty-five persons have registered. The course is conducted by the President, Tom Creighton and the Past President, Rev. Dave Hartry. Eight weeks of lectures, discussions, role play sessions, practical work in the areas of leadership, camper problems, first aid, crafts are some of the topics in the weekly two-hour sessions.

Plans are now under way to sponsor the usual long weekend in May Conference to be held at the YMCA's Big Cove Camp, May 16-19. Jack Pearce will be this year's resource leader. Emphasis this year will be in the area of skills such as song leading, story telling, games, canoeing, as well as sessions for administrators in organization. Mrs. Marion Rosborough, connected with the Guild movement is Conference Chairman for the '69 conference.

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A booklet designed to assist parents in the selection of camps for their children, and also providing information for counsellors as they go to camp this summer. Available in quantity to non-profit camps.

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of circuits, with the material at hand. For example, a single apparatus can provoke several levels of difficulty as well as a wide variety of movements.

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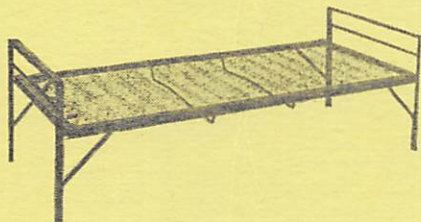
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